



Hillcross Primary School

Accessibility Policy and Plan

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Aims

At Hillcross Primary School, we are dedicated to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning. We are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Our Aims are to

- Increase access to the curriculum for pupils who have a disability,
- Improve and maintain access to the physical environment;
- Offer a broad, balanced and innovative curriculum which supports all pupils at an appropriate level;
- Instil positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of people with disabilities in society;
- Apply a supportive pastoral framework, which both establishes relationships and enables our pupils to progress.

The Accessibility Plan is listed as a statutory document with regard to the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every three years, and approved by the Governing Body. It will be monitored by the Headteacher and evaluated by the Standards, Teaching and Learning Governors' committee. The current Plan will be appended to this document.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Our Accessibility Plan has been developed from information supplied by Merton Local Authority, and consultations with pupils, parents, staff and governors of Hillcross Primary School. Other external agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies, and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that Merton Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Hillcross Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010, with regard to disability and to developing a culture of inclusion, support and awareness within our school.

The Hillcross Primary School Accessibility Plan shows how access is to be improved for pupils, staff or visitors who have disabilities in the school, within a given timeframe, and anticipating the need to make reasonable adjustments to accommodate needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum, as necessary, to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; - if we fail to do this, we are in breach of our duties under the Equalities Act 2010; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs and educational visits. It also covers the provision of specialist or auxiliary aids and equipment, which may aid specific pupils in accessing the curriculum, within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities, as necessary – this covers improvements to the physical environment of the school and physical aids to access education;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include curriculum information, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views.



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Pupils who have a physical disability participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social interaction difficulties or sensory needs, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs and physical disabilities.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical disability, science and technology for pupils with a visual or hearing impairment, humanities for pupils with learning difficulties. Other issues affect the participation of pupils with disabilities, for example: peer relationships, the presence or lack of role models or images of disabled people, as well as all the school's policies and procedures, written and unwritten.

Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils with disabilities, parents and staff.

Access Audit

The school is a two storey building with wide corridors and several access points from outside. All areas have wide door access to all rooms. The hall and gym are on the ground floor, and are accessible to all. There is a lift which can accommodate a large wheelchair, which is maintained on a regular basis. Specific members of the school staff team are trained in the operation of the lift, when relevant. Training is reviewed annually. On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available, which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, Coordination and Implementation

We will consult with specialists, when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with Merton Local Authority, on aspects relating supporting pupils with disabilities at Hillcross Primary School .

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy;
- Curriculum Intent and Implementation;
- Critical Incident Support Plan;
- Health & Safety Policy;
- Equality Diversity and Cohesion Policy;
- School Development Plan;
- Special Educational Needs and Disabilities Policy;
- Staff Handbook.

The Accessibility Plan for physical accessibility relates to the Access Audit of our school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan, and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.



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Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues, as required by the Equality Act 2010. The Accessibility Plan will be published on our school website.

The Accessibility Plan will be monitored through the Governor Standards, Teaching and Learning Committee. The school will work in partnership with Merton Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written and approved: November 2017

Reviewed: November 2020, June 2022, September 2023, September 2024, July 2025

Date of next review: [September 2026](#)



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Baseline Audit of current provision to date (September 2023)

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.

Curriculum:

- Our dynamic and bespoke curriculum will be adapted to ensure all children can access the learning. The curriculum is reviewed ongoing to make sure it meets the needs of all pupils
- Resources tailored to the needs of pupils who require support to access the curriculum, such as; adaptive teaching methods which takes into account Ordinarily Available Guidance.
- Curriculum resources include examples of people with disabilities as well as people from a broad range of protective characteristics.
- Information obtained on future pupils to facilitate advanced planning is gathered via a home visit, which is carried out to all new pupils to Hillcross, as well as gathering information from previous placements – includes pupils entering across all year groups
- End of year targets are set effectively and are appropriate for all pupils, as well as those with additional needs
- Rigorous monitoring of Reading, Writing & Maths attainment, followed by termly data analysis being shared, at the end of each term, in Progress Review meetings. These meetings will be attended by Class teacher and Senior Leaders (including curriculum lead, assessment lead and Inclusion Manager) where progress and attainment of all groups of children including boys/girls, ethnic group, those with SEND, EAL and higher attaining children is discussed and next steps set
- Detailed pupil information on SEN pupils shared ongoing with relevant staff, including Class teachers, Support and PPA staff
- All SEN pupils or those who are a concern, have their own personalised SEN Support Plan or Concern Form, with termly virtual meetings completed to discuss actions and progress, giving parents/ carers the opportunity to review and set new targets
- Termly whole school parent and teacher meetings to discuss attainment and progress offered, either in person or virtually. Relevant information shared and discussed with SENCO and Head teacher.



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- Close working relationships with external agencies established, which includes Educational Psychologist, Learning Behaviour and Language Team, MAOS, CAMHs, TAMHs, Off the Record, Drama Therapy, Speech and Language Therapists, Occupational Therapists and support from Vision and Hearing Impairment Teaching Team.
- Broad range of interventions offered by highly skilled staff, these include SALT groups which include Colourful Semantics, OT Sensory circuits, OT Core strength sessions, emotional regulation support which includes Zone of Regulation, Reciprocal Reading, FFT Spelling intervention, Number Sense, Social skills groups including Group World and 1:1 support including precision teach
- SEN Friendly Classrooms offer a range of visual supports, practical reasonable adjustments and opportunities for active learning and movement breaks
- Staff and Parents are able to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments, to include KS1 and KS2 SATS, Phonics Screening in Year 1 and resit in year 2, Multiplication test in year 4. These arrangements to include; extra time applied for, use of a scribe, large print papers, specific seating arrangements to suit individual children or year group.
- Transition policy procedures allow for staff to adapt and develop to suit individual children, which includes; transition books, additional visit to the new class and opportunities for detailed handover meetings between staff to be completed.
- Support for parents and families via coffee mornings, support groups or direct 1:1 sessions with School nurse, TAMHs clinicians, Early Help Support Workers and Emotional Mental Health Practitioner - to provide support direct to families specific to their circumstances and needs.

Aim 2: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.

Physical Environment:

- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into school building at EYFS, Phase 1 and Phase 2



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- Disabled toilets in 3 areas of school building
- EYFS toilets have shower and provision for nappy changing- Including nappy changing unit with steps to support both the adult and child.
- Corridor lighting to support visual impairment
- Acoustic assessment completed on EYFS unit and Copse Building
- The school environment (classrooms and communal areas) enables/promotes access for all, which includes the use of Screen magnifier software/enlarged text for the visually impaired; Reviewing seating plans for children with hearing/visual impairments; Using visual representations where appropriate in whole class teaching; Whole class movement breaks; Making reasonable adjustments to enable disabled pupils to participate successfully in lessons
- Maintaining access to the physical environment of the school, as we develop specialist rooms, by adding specialist facilities/physical aids as necessary

Aim 3: To improve the delivery of information to pupils and parents who have disabilities.

Provision of information to pupils with a disability:

- Staff are aware of the impact of font size, page layouts and the use of pastel coloured backgrounds on interactive white boards on those with visual impairments or disabilities such as dyslexia.
- Consideration of how information is shared with Staff, parents and carers at information sharing / training events. This will include font size, coloured backgrounds, language used, timings of the sessions and training venue used.
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools, is well-planned for
- Information collected about new children shared with all relevant staff prior to joining the school.
- Transition at the end of each year planned to ensure the needs of children are met. Records passed up to each class teacher to include; SEN Plans/ Concern Forms, EHCP, updated professional reports,



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- Well established SEND Review Process and Procedures for the identification and support of pupils who may be a concern or whom have been identified as having a Special Educational Need. The voice of staff, parents and children will be included and plans shared termly between home and school
- Annual reviews completed and will include the views of staff, professional, children and parents. Taking into consideration the needs of all stakeholders in this process.
- Medical forms updated annually for all children, along with set procedures to review dates of medication across the year.
- For pupils with significant health needs—names and photos shared, for example, on briefing minutes and in kitchen, main office and on individual Health Care and SEND Plans.

Other facilities / provision, including access to information

- Hillcross Mission and Vision shared with all stakeholders, along with Hillcross Values which underpin our practise. This information is available on all policies, on the school website and visible signage around the school
- Children who have both short term and long term Medical conditions will have a detailed Health care plan completed and shared with parents, staff, children and outside agencies as appropriate
- All staff are trained Annually in Asthma, use of an AAI, supporting children with Cochlear implants and Diabetic care
- Termly staff training led by SENCo, includes training for trainee teachers and support staff on specific disabilities, general SEND and or medical training and to review policies and procedures
- SEN Parents coffee mornings, CAMHs and Off the Record Drop in sessions held regularly across each term. This will include information for parents and carers and be led by in school staff, outside professionals and organisations/charities.

Action Plan Aims and Objectives 2023 - 2026



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Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.							
Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2023-24	RAG 2024-25	RAG 2025-26
Deliver findings to the Governing Body so that Governors are fully informed about the provision and progress of all groups of children.	To monitor the impact of all school policies and procedures so that inclusive practice is embedded, to include; - Training and updates on Merton's Ordinarily Available Guidance - Progress data, showing both academic progress and attainment data and Progress towards meeting Support Plan Targets are shared termly.	On-going	Governors Headteacher SLT All Subject Leaders Class teachers	All policies and procedure adhered to by all members of the school community in order to comply with the Equality Act 2010			
To ensure all staff have the knowledge and skills necessary to effectively reduce or eliminate barriers to the curriculum for all children at Hillcross Primary School.	Continuing Professional Development to be made available to all staff, to include; Training on Merton's Ordinarily Available Guidance and Adaptive teaching methods for those staff working directly with children.	On-going	Headteacher SLT Inclusion Manager	The curriculum is inclusive and can be accessed by all learners. Activities and resources are differentiated, including adult support so that all children make the best possible progress.			
Increase access to the curriculum for pupils with a disability	Develop the use of technology, Visual prompts, physical adaptations and reasonable adjustments to support children in each area of the curriculum, such as; Use of Widget visual symbols to be used consistently across the school to support children with SEN.	On-going	Headteacher SLT Subject leaders Class teachers	The resources used across school offer a diverse representation from all protective groups.			



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	- Developing Curriculum resources, including books, artefacts, songs and images on planning slides will include vast and wide range of people from all protective characteristic groups. - To analyse the online provision maps termly, and to see these provisions in practise to ensure SEN children are receiving planned support.						
Maintain close liaisons between school staff, outside club providers, PPA and extended services staff to ensure all children are able to participate in wider curriculum and out of school provisions.	To ensure that all children have access to extra curricular clubs, Breakfast, After school and Holiday clubs by; - Analysing extra-curricular club attendance to ensure participation for children with SEND and those with specific medical and diagnosed conditions - Analysing registers for our extended services clubs to ensure participation for all children	On-going	Headteacher Inclusion Manager Office Manager All staff External agencies	Report shows that children with SEN are well-represented in after-school clubs and extended services provision			
Maintain close liaison with external agencies for pupils who have ongoing health/medical needs or disability, for example, pupils who have asthma, epilepsy or mobility issues; and	To ensure collaboration between staff, parents, children and key external agencies such as: To ensure all children with an EHCP and those with specific medical conditions have Pupil Passports, detailing their specific needs and overview of required support which will	On-going	Headteacher Inclusion Manager Office Manager All staff External agencies	Advice taken and strategies evident in classroom practice. Collaborative working approach involving external agencies ensures children remain healthy and			



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for those with SEND so that their needs are met fully within the capability of the school.	be shared with all staff, including those in Breakfast, After school and Holiday Club.			can access all aspects of school life. Specific equipment sourced, as required.			
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Aim 2: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2023-24	RAG 2024-25	RAG 2025-26
Ensure on-going maintenance and improvements to the physical environment enable/promote access for all. to include improved access, lighting, and colour schemes, and additional accessible facilities and fittings. E.g. Wheelchair access, Toilet accessibility	When planning and undertaking future improvements and refurbishments of the site and premises, when; - Redecorating areas of the school - Planning and development of specialist rooms- DT workshop and Science Lab	On-going	Headteacher/ SLT School Business Manager Facilities Manager	Enabling needs to be met where possible.			
Ensure all with a disability are able to be fully involved in all aspects of school life as appropriate.	Create access plans, where appropriate for individual disabled children (this may be as part of the support plan process), to ensure that; Access to all school events; workshops, trips, learning inside and outside of the classroom.	As required	Headteacher/ Equality Leader/ SLT All staff.	All children, staff, parents, governors and visitors to the school are enabled to be fully involved in all aspects of school life.			



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	Undertake survey of children, staff, parents and governors to ascertain access needs and make sure they are accommodated. Inclusive actions taken will ensure: • Access to termly Parent meetings and SEND/Concern Form meetings • Access to regular information sent • Access to in school work shops, field trips and residential trips • Access to FOH events; school discos, film night, charity events.	At least every three years					
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Aim 3: To improve the delivery of information to pupils and parents who have disabilities.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG 2023-24	RAG 2024-25	RAG 2025-26
Review admission policy to include needs of parent and any adaptation to information shared, such as	Ascertain access needs and make sure they are accommodated. Inclusive actions taken may include: • Arrange interpreters to communicate with parents who are deaf or who have limited English. • Telephone call to explain letters home • Identifying the access requirements of parents who have disabilities.	On-going	Headteacher/ Equality Leader/ SLT All staff.	Positive two way communication in place.			



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	Use of Brom Com Translator tool to support parents with limited English						
To enable improved access to written information for pupils, parents and visitors with disabilities.	Audit the school library to ensure the availability of large fonts and easy to read texts will improve access. Audit signage around the school to ensure that it is accessible to all. Development of the website, in particular the SEND/ Inclusion page, to ensure all information is up to date and can be accessed by all stakeholders.	On-going	Headteacher/ Equality Leader/ SLT All staff. Inclusion Manager	Pupils and Parents are aware of written school information.			
To ensure formats of and procedures related to children's records promote school's awareness of any disabilities.	In school record system to be reviewed and improved as necessary. This includes; Review of admission forms and BromCom / MCAS information available to parents to ensure all information is updated regularly	Annually	Headteacher Inclusion Manager Office Manager	All relevant staff are aware of disabilities of children in school as appropriate.			